FELUGA STATE SCHOOL

ANNUAL REPORT

2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Set in the rural landscape of the canefields of the Tully Valley, Feluga State School is a small, robust and resilient faculty. Our priority is to improve the academic outcomes for each student, concentrating on the current initiatives of literacy, numeracy and science.

Reading has been and will remain a major focus for the foreseeable future. An accompanying priority remains the acceptable socialisation of the children of our school as resilient, confident and effective members of society. We have an industrious, dedicated staff who focus on the needs of the child.

To support the school, we have a hard-working, supportive Parents and Citizens Committee, famous in the area for Feluga's Famous Cent Sale. In 2016, Feluga began preparing for its 90th Anniversary in 2017.

This is a report on Feluga State School, a rural school positioned in the cane fields of Far North Queensland, 8 kilometres north of Tully. This report discusses issues that are relevant to public education as a whole and a small community school like Feluga in particular. Unlike many small schools, Feluga does not feel a sense of isolation.

Introduction

School Progress towards its goals in 2016

Feluga State School is working towards achieving highly in areas of numeracy and literacy through the implementation of Queensland's version of the Australian Curriculum.

Each classroom has a specific reading program that operates on a daily basis, utilising current strategies. Reading lessons are synchronised to promote synergy.

Spelling Mastery was implemented across the entire school since 2012 and operates daily.

The school implemented a consistent school-wide positive behaviour scheme in 2013, fitting in with the principles of Positive Behaviour for Education, involving current students, staff and community in the decision making. A review of the Responsible Behaviour Plan occurred in 2015.

The school works strongly with its community and the community is heavily involved with the school in many ways including gardening and fund-raising.

Intensive Reading for Targeted Students:	Completed	Improvement of writing results by moderation with Small Schools Ulysses Cluster:	Working towards goals, continued in 2017
Consolidation of Sightwords for Targeted Students:	Completed	Implementation of Whole School Curriculum	Completed
Collection of PM and PROBE term data:	Completed	Consolidation of central maths concepts:	Working towards implementation
Daily use of Spelling Mastery for all Students:	Completed	Promotion of Attendance Goals (95% in 2016)	Completed

Future Outlook

1. Continued Improvement in Writing	Working with Small Schools Ulysses Cluster, providing differentiation for all year levels
2. Continued Improvement in Reading	The process remains in place to provide targeted students with support in 2017
3. Improvement in Numeracy	Continued implementation of the aligned mathematics curriculum
4. Improvement in Attendance Rate to 95% schoolwide	Continue. Attendance improvement over the years: 2014-88%, 2015-90%, 2016-92%

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	32	12	20	1	89%
2015*	31	11	20	2	84%
2016	32	15	17	5	90%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview

Feluga State School students come from the Feluga rural community north of the sugar milling town of Tully in Far Northern Queensland. Many of the children of the school live in the rural landscape and can boast of parents and grand-parents who attended the school. A variety of nationalities, cultures and religions attend the school. Two-thirds of our students are male. Nearly half of the students are Jehovah Witness and a third are Catholic, many of whom have Sicilian ancestry. Sixteen percent of the school children identify as Aboriginal or Torres Strait Islander.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	12	16	16
Year 4 – Year 7			
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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Curriculum Delivery

Our Approach to Curriculum Delivery
- The school developed a Pedagogic Framework in 2013 that informs curriculum delivery.
- The classes of the school synchronise lessons in reading and spelling to provide synergies.
- C2C units are followed throughout the school. In Prep-2, multi-age C2C units are followed and in Yrs3-6, straight C2C units are differentiated for those year levels.
- A designated Teacher Aide is designated to work with Prep on 4 days of the week.
- Explicit teaching forms the basis of much curriculum delivery.
- Specific assessment connected to C2C, takes place every half term in each major subject.
- Assessment in PM reading benchmarks and PROBE takes place each semester.
- Additional assessments in FNQ Maths Assessment and CARS take place three times a year.

Co-curricular Activities
- All school students and members of the Cassowary Coast Rare Fruits Council are involved in the gardening program, using the expertise of the local community.
- The school is the focal point for community aluminium can recycling (in limbo at the time of writing).
- The school is a Reef Guardian school.

How Information and Communication Technologies are used to Assist Learning
- Regular contact with ICT technology is an important for students at Feluga. ICT programs are used to supplement English (*Fast For Word* and *ABC Reading Eggs*) and Maths (*Mathletics*) in multi-year level classes.
- Specific activities to hone ICT skills in Microsoft Word, Excel and PowerPoint are also taught in the upper school (Yrs3-6).

Social Climate

Overview

In such a tiny school as Feluga there is an expectation that all of the small number of individuals at the school work and play together.

Training in the resilience of individuals and encouragement of reporting of bullying incidents occurs as they happen. The reintroduction of the 5 Cs of Feluga – Commitment, Common Sense, Consideration, Co-operation and Courtesy, has underpinned the introduction of Positive Behaviour for Learning at Feluga. Awards in the school are usually stated within those Feluga values. There is almost daily contact between teachers and parents.

The school has a long term goal of stamping out bullying at the school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	86%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	91%	100%
they like being at their school* (S2036)	100%	82%	100%
they feel safe at their school* (S2037)	91%	78%	100%
their teachers motivate them to learn* (S2038)	91%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	93%
teachers treat students fairly at their school* (S2041)	91%	90%	92%
they can talk to their teachers about their concerns* (S2042)	82%	88%	85%
their school takes students' opinions seriously* (S2043)	73%	82%	79%
student behaviour is well managed at their school* (S2044)	91%	55%	93%
their school looks for ways to improve* (S2045)	91%	91%	92%
their school is well maintained* (S2046)	100%	80%	85%
their school gives them opportunities to do interesting things* (S2047)	91%	82%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	86%	100%
they feel that their school is a safe place in which to work (S2070)	100%	86%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	86%	86%	100%
student behaviour is well managed at their school (S2074)	86%	86%	100%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
staff are well supported at their school (S2075)	86%	86%	100%
their school takes staff opinions seriously (S2076)	86%	86%	100%
their school looks for ways to improve (S2077)	100%	86%	100%
their school is well maintained (S2078)	71%	71%	57%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items
\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement

In 2017, Feluga State School will be 90 years old. Preparation is already in progress with members of the community, many of whom have not had children at the school for many years. That fact underlines the on-going and widespread support for the school from the community. The community is heavily involved in fund-raising, regular school activities and designing the goals and direction of the school.

In keeping with departmental guidelines, parents of children with disabilities are involved in consultation regarding the adjustments made to assist students in the school.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.
In 2015 Feluga reviewed its Responsible Behaviour Program and involved student voice and community voice in that review.
The school uses *Focus Forty* as a resource to assist in developing social skills. Each year a review of the so-called Feluga High Five takes place to encourage the students to utilize that system at school when dealing with a difficult social situation or bullying.
Considerable time is spent reviewing the expected behaviours in the lower school classroom.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	3	3	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.
**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Twenty-seven solar panels sit on Feluga's school roof, supposedly reducing our consumption of electricity and feeding power back into the grid.

No air-conditioning is used in the school in Terms 2 & 3.

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	36,728	276
2014-2015	43,442	289
2015-2016	42,485	342

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Find a school

| School name | GO |

| Suburb, town or postcode |

Sector:
☑ Government
☑ Non-government

SEARCH

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	6	0
Full-time Equivalents	2	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Bachelor degree	2

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development
The total funds expended on teacher professional development in 2016 were $2700.

The major professional development initiatives are as follows:

- NAPLAN online – online and face to face
- Ulysses Cluster planning and moderation – online and face to face
- Understanding literacy and learning difficulties intervention program – online
- Understanding and Treating Auditory Processing Difficulties – online
- OneSchool for Aspiring School Leaders – online and face to face
- Strengthening Learning Relationships with Dr George Otero – face to face
- Consistency in keeping running records – face to face
- First aid update – face to face
- Workplace Heath and Safety – face to face

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	98%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	90%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	91%	93%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	87%	78%	85%	92%	92%	91%	DW					
2015	84%	94%	90%	85%	92%	96%	97%						
2016	93%	95%	95%	92%	92%	86%	86%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:
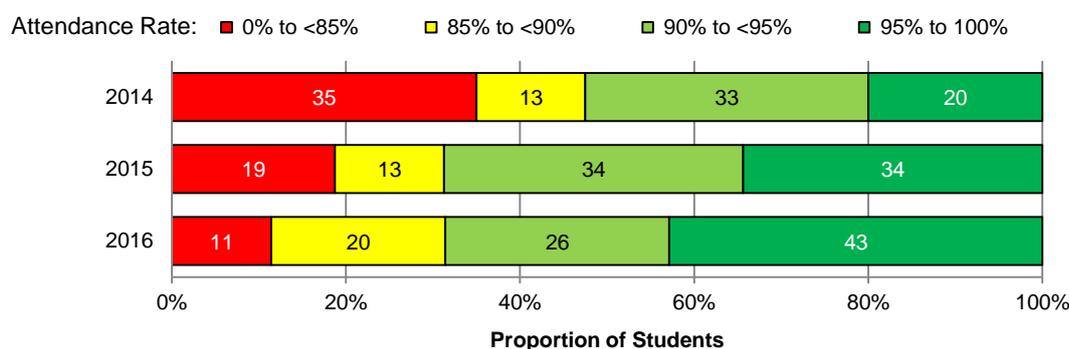
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

1. Goals set at the beginning of the year and promoted through school newsletter e.g. 95% in 2016.
2. Individual children set goals for attendance and receive a certificate if their attendance sits above 95% for the school year.
3. Parents contacted soon after 9am via SMS and asked why student is absent. Parental communication entered into OneSchool by AO. Teacher marks role.
4. Half term updates on school attendance and naming of classes that have the best attendance.
5. Letters home requesting explanation of "Unexplained" absences at the end of each term.

NAPLAN

Find a school

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

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